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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 37 titles deal with a variety of topics, including the following: (1) composing strategies used by college freshmen; (2) three methods of assessment of writing ability; (3) one child's growth in writing; (4) the relationship between the oral and written narrative and expository compositions of ninth grade students; (5) notetaking in a college lecture classroom; (6) the effects of sentence combining exercises on syntactic fluency, quality of writing, and standard usage in the writing of community college freshmen; (7) the structure of ideas in freshman composition; (8) the role of expressive writing in the writing process; (9) frames, content organization, and themes in student expository essays; (10) the occurrence of passives in written English; (11) business writing; (12) revision strategies of basic and competent writers as they write for different audiences; (13) the effectiveness of three language arts curriculum models in describing written composition curricula; (14) voice and voicelessness in freshman writing; and (15) the effects of parent modeling on student writing competencies. (JL)

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EFFECTS OF EXAMINEE'S NATIONALITY, CONTENT CORRECTNESS, AND MECHANICS OF CONTENT ON RATINGS GIVEN TO ESSAY EXAMINATIONS

Order No. DA8226371

AHMADI, BEHROKH, PH.D. *The University of Florida*, 1982. 108pp. Chairperson: Linda M. Crocker

Reliability and validity of essay examinations can be seriously affected by the subjectivity of the scoring procedure. The ratings of essay responses are affected by variables which are unrelated to accuracy of the essay's content. The problem of obtaining reliable achievement measures from essay examinations is especially difficult when the examinees are not native English speakers.

A review of literature revealed numerous studies conducted to examine the effects of handwriting, grammatical errors, appearance of the essay, raters' expectations of examinees' achievements, raters' background, and context in which the essays are read on raters' judgments of essay responses, but there had been no study on the effect of knowledge of examinees' nationalities on rater' judgments of essay responses.

An experimental study was designed to test the effect of raters' knowledge of examinees' nationalities, content correctness of the responses, mechanical accuracy, and order of presentation of essay on ratings of essay responses. Sixty raters graded 48 essay responses to an essay item in educational psychology. These 48 essay responses were divided into four sets, 12 essays in each set. Each rater rated 12 essays which had all possible combinations of the four variables.

Data from a four-way factorial split plot design were analyzed. A significant four-way interaction was found between content, mechanics, nationality, and order. Separate three-way factorial analyses were then conducted for each level of content accuracy; significant three-way interactions were followed by separate analysis for each level of mechanical accuracy.

The effect of mechanics was significant at only one level of order, and the effects of nationality were significant at all four levels of order. When the essays were partially correct or incorrect in the content and had many mechanical errors, the effects of nationality were significant at first and third levels of order. When the essays were partially correct or incorrect in content and had few mechanical errors, the effects of nationality were significant at second and fourth levels of order. However, the higher mean was always assigned to the nationality which appeared first in the order of presentation. Implications for scoring essay examinations of foreign students were discussed.

WRITING APPREHENSION AND ANTI-WRITING: A NATURALISTIC STUDY OF COMPOSING STRATEGIES USED BY COLLEGE FRESHMEN

BANNISTER, LINDA ANN, PH.D. *University of Southern California*, 1982. Chairman: Professor Betty Bamberg

Eight freshman composition students at the University of Central Arkansas served as subjects in a study of the influence of writing apprehension on individual composing strategies, particularly in the planning component of the composing process. The subjects, four high apprehensives and four low apprehensives (as identified by John Daly's Writing Apprehension Measure, 1975), completed daily planning activity forms and were interviewed daily during the week in which they wrote an assigned essay. Planning and composing behaviors reported during the interviews and on the planning forms were examined through content analysis, and the essays produced were holistically scored.

Both groups "waited" before beginning to write, but low apprehensives planned longer and more productively. Low apprehensives' prolonged pre-writing resulted in large part from the stepped up tension and increased awareness that accompany creativity. They used the planning period to forge ideas, constantly assessing ideas and rejecting many before finally writing.

High apprehensives avoided writing because they feared evaluation, error and doubted their ability to generate acceptable ideas. They generally wrote down the first idea they generated.

Thus, apprehension associated with the forging of ideas elongates planning; apprehension associated with fear of evaluation, etc., results in postponement and compression of planning. The period of avoiding writing to nurture ideas was identified as "anti-writing." An optimal period of avoiding writing was found to be functional, but a too-short or too-long period was debilitating. Optimal periods vary with individuals, but productive anti-writers may be identified by their openness to alternate ideas. The study also demonstrated that high apprehensives do as little revision as possible while composing, fearing that any side- or back-tracking may cause them to lose their ideas.

Previous research suggesting the necessity of alleviating writing apprehension was found to be incomplete. Moderate apprehension associated with planning and the resultant anti-writing were found to be valuable in composing.

THE RELIABILITIES AND THE COST-EFFICIENCIES OF THREE METHODS OF ASSESSMENT FOR WRITING ABILITY: AN EMPIRICAL INQUIRY

Order No. DA8218426

BAUER, BARBARA ANN, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 184pp.

Assessing achievement in writing ability from large numbers of essays is often an unreliable and time-consuming task. The extent to which these factors are problematic depends upon which conceptualization of this skill different raters adhere to during the grading process. The present investigation compares the reliabilities and cost-efficiencies of three methods of assessment, where each one conceptualizes writing ability differently.

Although it is generally accepted that analytical scoring methods are more reliable than holistic methods for grading essays, no evidence exists illustrating how the reliabilities for these two methods compare with those for the Primary Trait scoring system. Such a comparison required an empirical inquiry. In so doing, nine teaching assistants from the University of Illinois English Department were asked to grade 118 descriptive essays according to three scoring methods. After being divided into three groups of three different raters, each group of raters was trained to grade the essays according to one of three methods; that is, one group used the Diederich Expository Scale (an analytical method); a second group used a 4-point holistic method; and the third group used a Primary Trait scoring guide. Each group of raters then graded the essays according to its respective method. Time logs were also kept for each group's training and grading sessions.

This study yielded several major findings. An analysis of variance revealed inter-rater reliabilities of .874 for individual ratings and .954 for average ratings for the analytical method, .811 and .928 for the holistic method, and .633 and .838 for the Primary Trait method. Intra-rater reliabilities were also obtained, revealing composite correlations of .890 for the analytical method, .820 for the Primary Trait method, and .733 for the holistic method. The average time required to grade each essay was 4.14 minutes for the analytical method, 1.08 minutes for the Primary Trait method, and .96 minutes for the holistic method.

On the basis of these findings, it was concluded that the analytical method was the most reliable and the holistic method was the most cost-efficient in grading large numbers of essays.

A COMPARISON OF THREE ASPECTS OF WRITTEN EXPRESSION OF LEARNING DISABLED AND NON-LEARNING DISABLED FOURTH AND FIFTH GRADE STUDENTS

Order No. DA8218858

BURNLEY, JANE NADY, PH.D. *Duke University*, 1982. 62pp. Supervisor: Lucy T. Davis

The purpose of the study was to determine if there was a difference between the performance of learning disabled and non-learning disabled fourth and fifth grade students on three aspects of written expression. The *Test of Written Language (TOWL)* (Hammill & Larsen, 1978) was utilized to assess each aspect of written expression: thematic maturity, spelling, and mastery of capitalization and punctuation rules. Three subtests were administered: Thematic Maturity, Spelling, and Style.

The subjects were 25 learning disabled fourth and fifth grade students and 25 non-learning disabled students of the same grade, age, sex, race, and school enrollment. Subjects were enrolled in a city public school system in the Piedmont area of central North Carolina. All subjects in the study were found to have a *Cognitive Abilities Test* (Thorndike & Hagen, 1971), Primary Level, Standardized Age Score of no less than 84, one standard deviation below the mean. The non-learning disabled subjects demonstrated at least average academice achievement on the *California Achievement Test* (Tiegs & Clark, 1977) and were not enrolled in any special education program.

The data collected from the subjects' performance on three subtests of the *TOWL* were analyzed using a multivariate analysis of

variance and three separate analysis of variance procedures. Results of analyses showed a significant difference ($p < .05$) between the learning disabled and the non-learning disabled groups on the three dependent variables: thematic maturity, spelling, and style. As a group the study sample of learning disabled subjects earned significantly lower scores than the non-learning disabled subjects on all three subtests.

The results indicated that spelling, capitalization and punctuation, and expression of ideas in writing represent significant problems for learning disabled students in fourth and fifth grades. The researcher suggested that awareness of the incidence of written expression deficiencies among learning disabled students should result in greater emphasis on remediation of written expression deficiencies in learning disabilities programs. Suggestions for further research were made.

PREDICTORS OF SCHOLASTIC ACHIEVEMENT IN EXPOSITORY WRITING

Order No. DA8226742

BURTON, JULIE CATHERINE, PH.D. *New York University*, 1982. 161pp.
Chairman: Professor Philip Merrifield

The purpose of this research was to explore the contribution of selected independent variables to the prediction of achievement, as measured by grades, in freshman level expository writing. The independent variables included were suggested by modern rhetorical theory and by theories from the measurement community.

In this study three problems were investigated. The first explored the relations suggested by the Guilford model. Using a synthetic validation procedure, relations between specific aptitude factors from Guilford (1967) and writing skills were hypothesized. The first analysis investigated how the proposed aptitudes related to ratings of skills performance on a single essay. The skills performance ratings on this essay were then related to summated ratings of the same essay. The effects of discourse mode and speaker-topic-audience relations were controlled.

In the second problem the influence of the nature of the writing task on the relations between aptitudes and student achievement was investigated. It was hypothesized that relations between the selected set of aptitude tests and the set of essay ratings or grades would differ when the essays were written under different task conditions. Two task conditions were evaluated for effect on the weighting of aptitudes' contributions to grades: (a) discourse mode and speaker-topic-audience relations; and (b) timed essay and multiple-draft essay formats.

In the third problem the effectiveness of the Guilford aptitude tests in adding predictable criterion variance to that available from admissions predictors was explored.

Although the original hypotheses were not confirmed by the results, the scope of the research helped to formulate testable hypotheses on the nature of classroom evaluation of writing.

A complex structure of independent variables is suggested to explore holistic grading. Each skill area would be rated (1-4) on: (a) how useful it is to the rater in discriminating among compositions; (b) how high the student aspires; and (c) how competently the student performs.

The results also suggest an hypothesis about the linear structure of grades. Instead of quantitative differences along a single continuum, qualitative differences are hypothesized; use of discriminant analysis or other categorical analytic technique is indicated for future studies.

LESSONS FROM A CHILD: A CASE STUDY OF ONE CHILD'S GROWTH IN WRITING

Order No. DA8226743

CALKINS, LUCY MCCORMICK, PH.D. *New York University*, 1982. 384pp.
Chairman: Dr. Gordon Pradl

Lessons from a Child is a longitudinal case study of one child's writing development. Instead of producing findings which can be generalized to all children, the study suggests questions, concepts and methods which can assist others as they, too, observe children's growth in writing.

Data--in the form of field notes, inteviews, transcripts, collections of writing and videotapes--were gathered as I observed Susie's writing on a day-to-day basis for two years. The observations were made within the context of her third and fourth grade classrooms. The dissertation characterizes these classrooms, and in doing so, suggests an approach to teaching writing.

The study documents sequences and interrelationships in Susie's growth as a writer, showing Susie learning to plan her writing, to write expository as well as narrative pieces, and to critically evaluate her texts. A major focus is on Susie's growth in revision. The study suggests connections between reading and writing. Finally, it offers suggestions for future research.

CRITICAL ANALYSIS OF RHETORICAL CHOICES MADE IN THE CREATION OF TWO DIFFERING WRITTEN MODES: A BIOGRAPHICAL SKETCH AND A HISTORICAL FICTION

Order No. DA8226744

CASEY, JOHN THORNTON, PH.D. *New York University*, 1982. 452pp.
Chairperson: Professor Harold Vine

The purpose of the dissertation was to provide for two differing literary modes in order to more closely examine what might be transpiring between the writer and his material in the writing act. For this reason although meticulous attention was paid to the accuracy of the information going into especially the biographical sketch, the overriding consideration was the identification and analysis of how certain materials were treated and the rationale for the decisions which influenced this treatment. It was further understood that the material involved in the two modes would be based on data concerned with the early development of the Beat Generation in general and Jack Kerouac in particular. The intended purpose was to employ correlative information which would be similar enough to allow a common ground for comparison, while different enough to assure dissimilar stratagems. To further guarantee the likelihood of this suggested relationship, source material, individuals involved, and a delineated list of rhetorical devices were oulined prior to the investigation. These, in turn, provided the focus for the analysis which followed the completion of the two texts. The critique--broken down as it was into three major areas--examined motivation for rhetorical devices, motivation for decisions made in revisions, and motivation for intuitive probings.

Once the above was completed the researcher had provided himself with a modus for determining the utilization of data in the creation of the two documents. More important, however, the critique, through its appraisal, provided an in depth appreciation of the relationship between decisions made in writing and the subtle demands of the material. As a consequence, the researcher experienced the paradoxical nature of the act. Writing, in its holistic form, is both simplistic and complex: simplistic in the sense that its discursive undercurrent demands that each word work toward a ratiocinative end; and complicated because it is exploration and as such the end is continually resifting and reshaping its contours.

The dissertation, by allowing insight into the paradox, now demands that the researcher as a teacher of writing begin to develop a greater tolerance and appreciation for the holistic nature of writing, and, by so doing, more accurately reflect what he has discovered.

A STUDY OF THE RELATIONSHIP BETWEEN THE ORAL- AND-WRITTEN NARRATIVE AND EXPOSITORY COMPOSITIONS OF NINTH GRADE STUDENTS

Order No. DA8220192

CHEESEBORO, MARY ELIZABETH, PH.D. *University of South Carolina*, 1982. 206pp. Major Professor: Elizabeth F. Haynes

The major purpose of the study was to determine the nature of the relationship between selected features of syntactic maturity in the oral and written narrative and expository compositions of 150 ninth grade students. Factors of syntactic maturity analyzed in the investigation were: words per T-unit, clauses per T-unit, words per clause, adjective clauses per T-unit, noun clauses per T-unit, and adverb clauses per T-unit. Other factors for consideration were the relationship of reading achievement and sex to the syntactic maturity levels reflected in the subjects' oral and written language. A secondary purpose of the study was to examine the relationship between patterns of errors found in the oral and written narrative compositions of a representative sub sample of these ninth graders.

All compositions were analyzed for the selected features of syntactic maturity, while 90 oral narrative compositions and 90 written narrative compositions were also analyzed for errors. The chief statistical procedures used in the study to test the relationship between corresponding factors of syntactic maturity, reading achievement and syntactic maturity, sex and syntactic maturity, and corresponding error types in the compositions of the subjects were the Pearson *r* and the Point-Biserial Correlation Coefficient. Interpretations were made on the basis of meeting the .05 level of significance.

The results of the study indicated that there was very little relationship between syntactic maturity levels in the various compositions of the subjects studied. Additionally, the investigation provided no evidence to support the contention that proficiency in writing is dependent upon proficiency in speech. The types of errors made in the oral narrative compositions of the subjects neither paralleled nor reflected the types of errors made in their written narrative language.

THE SPOKEN WORD AND THE WRITTEN WORD: A TEACHER'S GUIDE TO THE RESEARCH

Order No. DA8223272

DRAGGA, SAM ANTHONY, JR., PH.D. *Ohio University*, 1982. 187pp. Director of Dissertation: Marmo Soemarmo

This dissertation summarizes and assesses twenty-six empirical explorations of differences between spoken English and written English in word diversity an word-class frequency. The objective of this research is to guide the writing skills teacher to empirically valid findings which possess relevance to the teaching of writing.

The relevance of a given inquiry's findings to the writing skills teacher was decided according to the language corpus and communicators which the inquiry assessed. The ideal spoken language corpus was considered to be spoken language with which the writing skills student was likely to be experienced: i.e., dialogue, discussing non-technical topics, occurring within a social situation, essential or non-essential to the situation, composed impromptu and by communicators unskilled at writing. The ideal written language corpus was considered to be written language with which the writing skills student was likely to be inexperienced: i.e., monologue, discussing technical topics, occurring within a non-social situation, essential to the situation, composed through deliberation and revision and by communicators skilled at writing.

Of the twenty-six empirical explorations, no inquiry assessed a language corpus similar to the ideal language corpus. Existing research on differences between spoken English and written English in word diversity and word-class frequency, as a consequence, gives findings without clear relevance to the writing skills teacher. In addition, the criteria according to which words were tallied and classified differ inquiry to inquiry; unexplained or only partially explained criteria also occur. Empirical design is frail at points, and several inquiries give findings without assessing their statistical significance. Empirical research which does aid the writing skills teacher is, as a consequence, still necessary.

Without solid information on the differences between spoken language and written language, the writing skills teacher has only the clear differences between the speaking process and the writing process (e.g., dialogue versus monologue, non-technical versus technical topics, impromptu versus deliberative composing) to guide his or her teaching. It is important that the writing skills teacher thus build bridges across this disparity, using the communicators' experience with the speaking process to develop their experience with the writing process.

THE EFFECT OF WRITING IN RESPONSE TO COGNITIVE DISSONANCE ON SELECTED ASPECTS OF COGNITIVE DEVELOPMENT

Order No. DA8215134

EEKHOFF, JUDY KORLENE, PH.D. *Washington State University*, 1982. 82pp. Chairperson: William P. McDougall

Cognitive development proceeds from a simple, concrete way of viewing the world to a complex, abstract way of viewing it. Since cognitive developmental psychologists and problem-solving composition theorists using a developmental base hypothesize that cognitive dissonance is a motivating factor behind cognitive development, this study investigated the association between conceptual level, as measured by the Paragraph Completion Method, moral reasoning, as measured by the Defining Issues Test, and composition competency, as measured by Holistic Evaluation of Compositions. Further, it determined the effect of writing in response to cognitive dissonance on each of the dependent variables.

Subjects were randomly chosen from English 101 classes at Washington State University. Control subjects were pre- and posttested and then participated in regular English 101 classes. Treatment sections were pre- and posttested also, but during the 15 week semester they were presented with a composition course that used dissonance producing stimulus as writing assignments. Using a Pearson Product-Moment technique, no association was found between measures of conceptual level, moral reasoning, and composition competency. This lack of correlation appears to indicate a lack of parallel elaboration of conceptual structure across dimensions of cognitive development, a need for more precise definitions of the constructs, and raises the question of whether or not the measurement of these constructs is valid.

Using one-tailed *t* tests for independent samples, unequal numbers, no significant statistical difference was found between scores of subjects who wrote in response to cognitive dissonance and those who wrote as a part of their class assignments.

Lack of significant statistical difference between experimental and control groups may be accounted for by the ineffectiveness of writing in response to cognitive dissonance. Writing may not be a sufficient factor, in isolation, to aid subjects in elaborating conceptual structure. It is also possible that the Paragraph Completion Method and the Holistic Evaluation of Composition does not sufficiently separate concept formation, rule learning, and problem solving skills from each other. Careful separation of these would make interpretation of results more generalizable. Therefore, there is a need to repeat the research using more objective measures.

A SOCIOLINGUISTIC STUDY OF NOTETAKING IN A COLLEGE LECTURE CLASSROOM

Order No. DA8226295

FISK, ELIZABETH CHAPIN, PH.D. *Arizona State University*, 1982. 286pp.

Following a review of the shortcomings of experimental research on notetaking, a naturalistic study of notetaking in a college lecture classroom is described. This study, based on a sociolinguistic framework developed by Hymes, was designed to describe the characteristics of notes and notetaking and document possible relationships between notetaking and student characteristics, instructor lecture style, classroom context, and lecture content. Data collection and analysis involved classroom observation, interviews, collections of student notes, and audio- and videotapes of class sessions. Results indicated that, in this classroom, notetaking had strong social and contextual functions while its referential functions were relatively weak. The notetaking of students covaried strongly with the instructor's notegiving activity and with other aspects of the classroom context. In addition, variations in notetaking seemed to be associated with certain characteristics of the student notetakers, including age, participation style, achievement, and attitude toward the student role. In contrast, evidence of a relationship between notetaking and lecture topic was weak, and notes appeared to be underutilized as a tool for encoding and storing information. Overall, the findings supported the utility of using Hymes' sociolinguistic framework to analyze notetaking as a language act within a communicative event. Further research is warranted describing notetaking in natural contexts. This qualitative research, which will advance understanding of the multifaceted nature and function of notetaking is critical in promoting effective instruction in college lecture classrooms.

THE RELATIONSHIP OF TWO METHODS OF MARKING TO THE QUALITY OF COMPOSITIONS AND TO ATTITUDES TOWARD WRITING OF SELECTED FOURTH GRADE PUPILS

GASTON, EVELYN ARLENE REAVES, ED.D. *University of Southern California*, 1982. Chairman: Professor Charles M. Brown

Problem. This experimental study was designed to determine whether any relationship existed between the manner in which compositions were marked and the quality of pupils' compositions and the development of pupils' attitudes toward writing.

Method. The study's score was delimited to descriptive writing. Twenty-eight subjects were randomly selected to participate in the study. The study was conducted utilizing the Randomized Control-Group Pretest-Posttest Design (Isaac & Michael, 1981). Only data from both study groups were utilized in determining the results.

The study's treatment, which was applied to the compositions, consisted of visibly marking the compositions of pupils in each study group in two different manners. Errors found in the control group's compositions were marked and comments were written about the errors indicated. The experimental group's compositions were scored holistically by a team of trained readers and content-related comments assigned to each composition score were written on each pupil's composition.

Pretest and posttest composition sets and attitude surveys were completed by pupils assigned to both study groups. Raw scores were computed, and statistical analysis was accomplished through the use of the Fisher exact probability test for differences between frequencies of changes between the independent experimental and control groups.

Findings. No significant differences were found between the experimental and control groups in either composition scores or attitude scores.

Conclusion. Data obtained indicated that marking each error and writing comments about the cited error in a descriptive composition or writing generalized comments about the content of a descriptive composition has no significant relationship to the development of positive or negative attitudes toward writing.

Recommendation. More research should be conducted in this area. This study should be replicated over a longer period of time by using a larger sample for which significant results might be expected. Other studies should be conducted to determine the relationship between marking and the quality of written compositions relative to pupils' academic level of achievement, sex, and other similar factors. As this study indicated that pupils prefer to have specific errors cited, teachers should provide pupils with feedback which is specific and understandable.

LATERAL SPECIALIZATION OF THE MODES OF COMPOSING: AN EEG STUDY Order No. DA8218322

GLASSNER, BENJAMIN M, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 192pp. Co-Chairpersons: Janet A. Emig, Leonide Goldstein

The method of interhemispheric EEG amplitude analysis has been used to ascertain whether differences in composing in the *extensive* and *reflexive* modes are reflected in the interhemispheric amplitude relationships. Bilateral recordings from symmetrical locations (T_3 and T_4) were obtained for twenty-four 18-22 year-old white middle income college students (12 men and 12 women), all right-handed native speakers of English of average to superior verbal intelligence, during four successive periods: (1) a 5-minute baseline with eyes closed, (2) a 5-minute baseline with eyes opened, (3) a 10-minute writing which described a process, and (4) a 10-minute writing which recalled a closely-felt personal experience. Mean amplitude ratios (R/L) were compared for successive recording periods. Increases indicated relative shifts to left, decreases relative shifts to right hemisphere activation. No direct relationship was indicated between assignments and direction of shift. Neither was significance indicated for the qualities of written products nor for seven behavioral variables. Only ratings of subjects' accounts of their thoughts, feelings and operations in response to a post-composing questionnaire on a scale between polar descriptions of extensive and reflexive composing proved significant, composing accompanied by a relative right shift scoring closer to the reflexive pole while composing accompanied by a relative left shift scored closer to the extensive pole for both process descriptions ($p < .05$) and accounts of personal experiences ($p < .005$). Those processes characterized as *extensive*--which were linear and direct, in which the writers were so familiar with the content of their discourse that they could concentrate on the formal demands and the amenities of communication--were accompanied by an overall predominance of left hemisphere processing. Those characterized as *reflexive*--which were generally slower, more complex and recursive, in which writers focused on discovering rather than communicating--were accompanied by an overall relative predominance of right hemisphere processing. The examinations of the two performances of three subjects illustrate these findings and further suggest that most composing consists of a complex interplay of hemispheric relationships, writers moving in and out of extensive and reflexive composing with corresponding shifts in relative hemispheric engagement.

THE EFFECTS OF SENTENCE-COMBINING EXERCISES ON SYNTACTIC FLUENCY, QUALITY OF WRITING, AND STANDARD USAGE IN THE WRITING OF COMMUNITY COLLEGE FRESHMEN Order No. DA8219468

GUTTRY, LOTTIE LIPSCOMB, ED.D. *East Texas State University*, 1982. 183pp. Adviser: Robert H. Garin

Purpose of the Study. The purpose of this investigation was to determine the effect of sentence-combining on syntactic fluency, judged quality, and usage errors in the essays of community college freshman composition students. Other purposes were to determine the effects of treatment on students of high and low abilities and the relationship between fluency and errors.

Procedure. Pretest and posttest essays at the beginning and end of the fifteen-week investigation were written by ninety-seven subjects during the fall semester, 1981. Essays were typed and coded, and five copies were made. The investigator tabulated T-unit length, clause length, and clauses per T-unit. Assisting teachers marked errors of six types. Holistic raters assigned quality scores on a one-to-six scale. Treatment consisted of eleven forty-minute sessions of sentence-combining in cued and open formats once a week during the semester. Control classes studied formal grammar. Two instructors each taught an experimental and a control class.

Findings. Analysis of covariance, covarying pretests and scores on the *Test of Standard Written English* (TSWE), was applied to compare the groups on syntactic fluency, errors, and judged quality. Subjects were assigned to low and high groups according to TSWE scores, and a two-way analysis of variance was used to compare high and low experimental and control groups and to measure interaction. Correlations were measured between T-unit length and error frequencies. The .05 level determined significance.

Analysis revealed no significant differences between groups on syntactic fluency, errors, or judged quality. Significant interaction occurred on clause length and on subject-verb agreement errors. High students' essays contained significantly fewer clauses and fragments and were judged significantly superior when compared to the essays of low students. A significant correlation occurred between T-unit length and comma splices.

Conclusions. Significant interaction and trends in tests of fluency and errors suggest that sentence-combining exerts a positive effect on students with above-average abilities. Sentence-combining is as effective as grammar instruction to remediate grammar errors. Findings denoted a weak or nonexistent correlation between T-unit length and usage errors.

THE STRUCTURE OF IDEAS IN FRESHMAN COMPOSITION

Order No. DA8224896

HASTINGS, PHYLLIS GETSCHMAN, A.D. *The University of Michigan*, 1982. 204pp. Chairman: Alan B. Howes

Students in college courses are expected to produce unified, coherent discourse, yet often composition classes provide few resources for creating effective organization. Or they offer rigid patterns of operation which force every writing task into the same structural mold. Students need tools for understanding structure so they can discern it in what they read and create it when they write.

To focus on key pedagogical issues, I examine two approaches to teaching structured writing: William Kerrigan's *Writing to the Point: Six Basic Steps* and Peter Elbow's *Writing Without Teachers*. This comparison reveals the necessity for tapping students' implicit ability to create diverse (even conflicting) structural connections. Writing is then seen to involve two broad stages, the first a heuristic process aimed at discovering a central idea, the second (growing out of and interacting with the first) an explicative process aimed at developing and molding an idea for presentation.

In order to increase their control over unifying structure, students must develop an understanding of its nature and function and become familiar with the variety of structural patterns available to them. I use a triangular model to reveal and explore the kinds of connections in discourse. As an abstract image, it illustrates the interconnections between levels of abstraction necessary to meaningful communication, the unifying role of the main idea as it relates to subordinate ideas and examples, and the linking function of the various segments. As a working model it assists students in the discovery and creation of structural relationships.

I also consider how structure is translated into the linear sequence of discourse. Writers must create an arrangement pattern and provide sufficient clues so a reader can comprehend the multiple connections implied by the triangular model of structure. By analyzing essays a college student might read, I illustrate the factors which affect the choice of a linear pattern and suggest how analysis of reading material can contribute to students' ability to identify structure and use it effectively.

BASIC SKILLS: READING PERFORMANCE TEST SCORES AND THE IMPACT OF A WRITING PROGRAM

Order No. DA8217756

HINTON, PIERRE R., ED.D. *Temple University*, 1982. 189pp. Major Adviser: Dr. Dolores Silva

The basic problem of this study was to determine the impact of a writing program on reading performance test scores.

It was hypothesized that: (1) There is a relationship between reading as evaluated by scores on the CTBS and writing as assessed by teachers. (2) There is a relationship between systematic concentration on acquisition of writing competency and higher reading scores as evaluated by the CTBS. (3) There is an improvement in the experimental group writing assessment following the use of a program of systematic concentration on the acquisition of writing competency.

This study was limited to a description of the impact of a writing program on reading scores and writing assessments in the total tenth grade English class population in a comprehensive high school during the 1979-1980 school year. The student population consisted of 703 tenth grade pupils at Germantown High School in Philadelphia, Pennsylvania. These 703 students were divided into twenty-three classes: 12 control and 11 experimental. Based on the pre-test of the CTBS and the writing assessment, students were grouped by ability level. Students who were admitted to school 50 days or more after the study began, or who were absent 50 days or more during the year, were not considered to have participated in the program or the individual writing activities.

The eleven experimental and twelve control classes were taught by regularly appointed teachers of the Germantown High School English Department. Teachers for the control classes received no information about the writing program. Teachers for the experimental classes were given inservice preparation in the use of the writing program.

Eight computer comparisons were made to test the three hypotheses.

Comparisons relative to attendance were made using chi square. Comparisons relative to H_1 were made using Pearson and Spearman. Comparisons relative to H_1 and H_2 were made using anova.

The results show that writing as assessed by teachers and reading as evaluated by the CTBS were evidently correlated. The results show that the experimental group made greater gains in both reading and writing than the control group.

THE ROLE OF EXPRESSIVE WRITING IN THE WRITING PROCESS

Order No. DA8221940

HOWELL, SUZANNE, PH.D. *Southern Illinois University at Carbondale*, 1982. 270pp. Major Professor: Bruce C. Appleby

A new paradigm, based on the writing process, is emerging in the field of composition teaching and research. New questions about writing are being raised. This paper is an attempt, through the articulation of a model of the writing process, to answer some of these questions, in particular: (1) Some evidence suggests that writing is, or can be, a process of discovery, or a process through which the writer makes meaning. Why or how does this process take place? (2) James Britton and others have suggested that expressive writing, writing close to the self, is logically and psychologically prior to other forms of writing. Is this true, and, if so, on what basis is it true?

While not all writing involves the creation of meaning, the thesis of this paper is that expressive writing plays a crucial role in that writing process which embodies, represents, or results in the discovery of personal meaning. The model presented of the writing-process-as-discovery is based on existential phenomenology. According to the phenomenological perspective, personal meaning can be realized by undertaking phenomenological anaysis, a method of reflecting on experience. Understanding the writing process in terms of this model means recognizing that writing can be simultaneously the discovery of meaning in one's subject and the discovery of self.

Chapter I discusses problems in the field of composition, with specific emphasis on current concerns such as the nature of the writing process. Chapter II defines expressive writing from anthropological, philosophical, and rhetorical points of view. Chapter III reviews traditional and current classroom practices related to expressive writing. Chapter IV reviews research related to expressive writing. Chapter V proposes a model of the writing process based on the theories of Edmund Husserl and Maurice Merleau-Ponty. The model represents the process as a discovery of personal meaning which is grounded in the expressive mode of writing. Chapter VI illustrates, with examples from students writing, the possible uses of this model in the secondary English classroom.

FRAMES, CONTENT ORGANIZATION, AND THEMES IN STUDENT EXPOSITORY ESSAYS

Order No. DA8224969

HULT, CHRISTINE ANN SMITH, PH.D. *The University of Michigan*, 1982. 279pp. Chairman: Thomas Toon

This study analyzes the structure of expository essays in terms of writer predispositions and reader expectations--the "frames" by which written communication proceeds. A frame consists of the sets of conventions shared by writers and readers. These sets of conventions provide written prose with a structure by which readers can reconstruct a writer's frames while reading. An essay's thematic structure is an important way by which the language frames in exposition are signalled and the main themes in a expository essay are highlighted by the writer so as to indicate relationships within that structure.

In order to understand the interaction of writers and readers through their shared expository frame, I analyzed the structure, content organization, of sixty expository essays taken from the writing assessment at the University of Michigan. In this analysis, I discovered that the best writers were able to organize and produce a unified, coherent presentation of content and to signal for readers that content's organization through the use of theme highlighting devices, such as word and sentence ordering, special syntactic structures, or cohesive devices.

Furthermore, a reader's judgment of quality in essays in influenced by the writer's skill at indicating content organization through the use of an expository frame. In a reading investigation, I determined that readers are better able to discern the content organization in essays judged to be high quality than in essays judged to be of lesser quality. Thus, readers use their expository frame to judge quality in exposition.

Since content organization and specifically theme highlighting are important indications of expository frames, students must pay explicit attention to structure when learning to write. The goal in composition courses should be to help students perceive patterns in structure as they read and write, to plan and to revise their plans during the writing process. Through learning to understand their many choices within exposition, students gain control and power over their own language use.

THEORETICAL ORIENTATIONS AND INSTRUCTIONAL IMPLICATIONS OF NOTETAKING AND REVIEW

Order No. DA8225292

KIEWRA, KENNETH ANTHONY, PH.D. *The Florida State University*, 1982. 103pp. Major Professor: Harold Fletcher

Four experiments were conducted to investigate the relationship between notetaking and performance and to determine how students should take notes and review. Correlational findings from Experiment 1 revealed that four indices of note quantity were generally interrelated, but unrelated to immediate recall, delayed recall, or actual class achievement. Sex and scholastic ability were more highly associated with performance than was notetaking. Correlational results from Experiment 2 confirmed that notetaking was quantitatively consistent from lecture to lecture and that the number of critical points recorded in notes was significantly correlated with actual course performance. In Experiment 3, instructions and test mode expectancies encouraged students to process information and record notes on a concrete, abstract, abstract integrative, or typical level of abstraction. Results indicated that the instructions did not differentially affect either notetaking or achievement. Subsequent correlational analyses revealed that independent indices of note quality could be established and that both note quality and quantity were related to varieties of learning outcomes. Experiment 4 investigated the effects of reviewing notes at a deeper level of abstraction, by means of reorganization. No differences in immediate recognition performance were found for subjects who reorganized notes into an instructor generated matrix versus subjects who reviewed in their typical manner. An interaction between method of review and type of delayed test was unpredicted by the theory of encoding specificity but was explained in regard to the theory of episode matching.

The following conclusions were drawn. Instructionally, notetaking is related to performance especially in real classroom situations, and notes should be complete and should emphasize main ideas. Review strategies which initiate reorganization are also valuable for recalling information in most situations. Theoretically, research guided by information processing may reveal the optimal level of abstraction for notetaking and review. Empirically, researchers must manipulate the level of notetaking and review and verify the intended qualitative differences. Additionally, criterion measures must be sensitive to varieties of learning outcomes which qualitative differences in notetaking may produce.

THE OCCURRENCE OF PASSIVES IN WRITTEN ENGLISH

Order No. DA8223085

KRAUTHAMER, HELENE LOIS SELTZER, PH.D. *State University of New York at Buffalo*, 1982. 122pp.

A transitive proposition may be expressed as an active or a passive sentence, but observations show that passives are less prevalent than actives. The fact that the frequency of passives falls within a relatively narrow range suggests that there are principles regulating the occurrence of passives.

This study selects the properties of *givenness*, *animacy* and *agency* from discussions of *topics* and *themes*, identifies them as *frontal properties*, that is, properties that are best expressed at the beginning of a sentence, and uses them to characterize a full paradigm of transitive sentences.

The Polarity Hypothesis is introduced which predicts that a sentence is most communicatively efficient when all the frontal properties are at the beginning of the sentence and the opposite final properties are at the end. The transitive sentence types are then given values of polarity, measuring the distribution of the frontal properties within the sentence, and are then ranked according to their predicted probability of occurrence (high polarity = high probability). The frequency of passives can then be approximated.

The Hypothesis was tested by collecting data using two methods. The first was to analyze the texts of ten *Scientific American* articles, randomly selected from the reading list of an animal behavior course, and the second was to design and analyze a sentence production experiment where participants wrote sentences describing drawings depicting transitive events. The results of both methods supported the Polarity Hypothesis, showing that the hypothesis accurately predicted the conditions for passive occurrence and also approximated the frequency of passive occurrence. In the text study, a correlation was found to exist between high polarity and high readability. In both methods it was found that sentences of high polarity are more frequent in language than sentences of low polarity.

Polarity can be used to explain the coincidence of *topics* and *subjects* with *givenness*, *animacy*, *agency*, as well as *definiteness*, which is considered as a potential frontal property.

This thesis concludes by presenting the Polarity Hypothesis as a specific pragmatic principle that offers the best explanation for the occurrence of passives in written English.

TOWARD A THEORY OF APPRAISING STUDENT WRITING BASED ON DEVELOPMENTAL ASPECTS OF COGNITIVE COMPETENCE AND LINGUISTIC PERFORMANCE: GRADES FOUR, NINE, AND THIRTEEN

Order No. DA8217538

KRUTZ, MEL ELAINE, PH.D. *The University of Nebraska - Lincoln*, 1982. 335pp. Advisers: Udo Jansen, Alan Lemke

Systematic appraisal of student writing has traditionally been based on surface criteria such as syntax and mechanics, yet research and theory in composition recognize the strong relationship between cognition and language. This study looks below surface expression to underlying Competence and Performance. It looks to the writers' words as acts, to examine a way of evaluating writing which recognizes both thought and expression. In order to do this it presents an overview of Cognitive and Linguistic development, explores their relationships, and explains these relationships as they occur in composition. From this review of literature, an heuristic is developed from which student composition is viewed according to developmentally appropriate standards. Writings from grades four, nine, and thirteen, and transcripts of oral discussions about them, are analyzed using the heuristic. The results of the Test of Logical Thinking (Tobin and Cappie, 1980), administered to the writers, is a third measure of comparison from which to draw conclusions about sequences of Cognitive Competence and Linguistic Performance seen in student writing, and the value of the heuristic toward reading writing well.

Major question: What relationships between qualities of Competence and Performance can be found in student writing?

Supplementary question: Is the heuristic developed for this study a useful tool with which to describe qualities of student writing?

A DESCRIPTIVE ANALYSIS OF BUSINESS WRITING: RHETORICAL AND LINGUISTIC PERSPECTIVES

Order No. DA8227022

LESLIE, PATRICIA A. WORTMAN, PH.D. *The University of Nebraska - Lincoln*, 1982. 199pp. Adviser: Dr. Leslie Whipp

In this dissertation, I study descriptively a corpus of business writing drawn from a major national corporation. My orientation in the study is toward teaching business writing. By seeking to explore the usefulness of examining writing produced by business people on the job, I hope to partially define the task of teaching business writing to college students. I analyze the discourse in four different ways--all inductive and all ways that to my knowledge have not been used previously in the study of business language.

In chapter 1, I describe the status of research in the specialized field of business composition and the changing paradigm in the broader field of composition. In chapter 2, I explain my methodology and my hypotheses, which considered both rhetorical and linguistic perspectives. In chapter 3, I complete three types of analysis: modified Aristotelian, Frame Analysis, based on the work of Erving Goffman, and Speech Act analysis, based in the theory of John Searle. In chapter 4, I perform a series of syntactic analyses, including the measurement of such stylistic patterns as truncated passives, nominal modifiers, passive adjectives, and dependent sentences. In chapter 5, I report my findings, among which is the conclusion that some of the patterns that emerge in this study do not substantiate elements of conventional teaching. I found some interesting patterning of language form with rhetorical purposes and some patterning between language form and the writer's place in the office hierarchy. Finally, I make recommendations for additional research that seem to be clearly indicated by this study.

THE PERSONAL JOURNAL - JOURNAL KEEPER RELATIONSHIP AS EXPERIENCED BY THE JOURNAL KEEPER: A PHENOMENOLOGICAL AND THEORETICAL INVESTIGATION

Order No. DA8220949

LOWENSTEIN, SHARYN SONDRA, ED.D. *Boston University School of Education*, 1982. 301pp. Major Professor: Bruce McPherson

Journal keeping is a wide-spread phenomenon, and has been practiced across diverse cultures, religious groups and geographical areas since at least 56 A.D. Despite this fact, there is meagre research available, and this literature reveals little systematic review of personal journal keeping. The research shows a strong bias toward conceptualizing the journal as product only, which is discussed from the perspective of the researcher, not the journal keeper herself.

Given the above, this dissertation begins with the question, "What is the personal journal experience from the journal keepers' point of view?" Six journal keepers are interviewed, and they discuss their way of interacting with and use of the journal. From the interview data, three journal keeping stages are presented: *Preparation*, or those elements that lead to journal writing; *Writing*, or the experiences of the journal keeper at the moment of writing, and *Follow-up*, or possible reactions to an entry once it is written. These include re-reading the entry, sharing it with someone else, or transforming it into another genre.

The findings are analyzed through two theoretical contexts: The stages in journal keeping are compared to those in the composing process in more formal writing. The spatial and temporal dynamics within these stages and the journal proper are also examined in their capacity to offer the journal keeper a variety of interpretations on her experience.

The findings of the stages are applied to the teaching of adults: Recommendations are made for journal keeping classes, a rationale and considerations are presented for incorporating journals across content areas; reasons are given for the ways in which the journal process helps the students to write.

A PHENOMENOLOGICAL INVESTIGATION OF THE HOME LEARNING ENVIRONMENT AND ITS INFLUENCE ON THE CONCEPT OF WRITTEN LANGUAGE OF SELECTED PREKINDERGARTEN CHILDREN

Order No. DA8226194

MCCULLY, BELINDA KAY, PH.D. *University of Missouri - Columbia*, 1982. 314pp. Supervisor: Dr. Stevie Hoffman

Purpose. The purpose of this phenomenological investigation was to determine the influence of the homes' learning environment on prekindergarten children's concepts of written language.

Procedures. Data were collected during four 60 minute sessions on consecutive days in which the parents and children completed a total of 20 tasks. The tasks included a parent questionnaire, interviews, videotaping of parent/child interaction during a visual language event and activities involving drawing and writing. Data collected were analyzed and categorized in order to describe the children's home learning environments and concepts of written language. Parent/child interaction was described using Halliday's (1978) notion of register.

Findings. Although there were subtle differences in the home environments of these six prekindergarten children, the most significant discrepancies were observed in parent/child interaction during the visual language activity. Three divergent types of interaction were identified: (1) child initiated with parental response to questions, statements and requests; (2) parent initiated with child response to questions, statements and directions; and (3) parent dominated and directed interaction with little or no opportunity for the child to contribute in an independent fashion. Definite changes in tenor between parent and child were noted when shift from drawing to writing was made by each dyad. Mothers became more directive during the children's construction of written language. With this direct intervention by mothers the children had limited opportunities to demonstrate their knowledge and use of written language. This was in contrast with their work with the researcher.

Conclusions. The childrens' metalinguistic descriptions of writing, writing patterns and production processes used to compose and symbolize meaningful messages appeared to be influenced by limited parental expectations. The observed changes in tenor during the parent/child visual language event suggested that these parents lacked confidence in their children's ability to independently construct written language at this young age. When the children worked with the researcher, however, in a supportive, encouraging climate all used some form of graphic representations to communicate with an audience.

REVISION STRATEGIES OF BASIC AND COMPETENT WRITERS AS THEY WRITE FOR DIFFERENT AUDIENCES

Order No. DA8223609

MONAHAN, BRIAN DANIEL, PH.D. *Fordham University*, 1982. 344pp. Mentor: Rita S. Brause

The case study approach was used to describe the revision strategies used by eight twelfth grade writers as they wrote compositions for two audiences: their teachers and their peers. The sample consisted of four writers who had previously been classified as basic and four who had been classified as competent according to scores that they achieved on holistically scored pieces of writing for a teacher audience. The data included responses gathered during interviews with the subjects and with their previous teachers of English, multiple drafts of compositions produced by each writer for each audience, and audio tapes of the subjects' verbal protocols as they composed aloud.

The findings indicated that (a) the basic writers made more revisions for the teacher audience, while the competent writers made more revisions for the peer audience; (b) the competent writers made a wider range of revisions according to the points, levels, types and purposes of revision that were established prior to the collection of the data; and (c) the competent writers were able to revise in extended episodes in which one revision was cued by, and related to, an earlier revision, while the basic writers made isolated revisions.

Although there were differences in the revision patterns of the different groups of writers, the basic writers demonstrated that they possessed the same revision strategies as the competent writers, though they used those strategies in different ways. The verbal protocols of the basic writers suggested that their limited use of some of the revision strategies that they possessed resulted from the constraints under which they were operating. The most significant of those constraints seemed to be the difficulties that the basic writers had with the actual production of text and the basic writers' view of composing as a two-draft procedure with revision taking place only during the second draft.

It was suggested by the investigator that students need opportunities to write for a variety of audiences other than their teachers and that teachers can facilitate successful revision in students' writing by providing students with information about the revision strategies that they possess but use too infrequently.

AN INVESTIGATION OF THE TRANSITION FROM ORAL LANGUAGE TO WRITTEN LANGUAGE OF SELECTED ELEMENTARY STUDENTS

Order No. DA8219479

NASON, JANET LOWRIE, ED D. *East Texas State University*, 1982. 98pp. Adviser: Michael R. Sampson

Purpose of the Study. This study was initiated to investigate the transition made by elementary students from oral to written language. Specifically, the oral language ability of first-grade students was compared with the written language ability of fifth-grade students.

Procedure. The subjects for the study were 120 first-grade students and 120 fifth-grade students. Using the *Allen Language Assessment Formula*, dictated language samples were taken from the first-grade students and compared to written language samples taken from the fifth-grade students. Twelve scores representing the use of high frequency words; novel nouns, verbs, adjectives, and adverbs; the use of adverbials and figuratives; and an "other" category of unique linguistic forms were used to obtain total language scores. The *t*-tests for independent samples were applied to the data to determine whether significant differences existed between the means of the oral and written language samples.

Findings. Based on the statistical analysis of the data, the findings of the study were as follows: (1) Significant differences favoring the fifth-grade students were found when the oral and written samples were compared according to use of the first 100 and 300 high

Eighty fourth graders were randomly assigned to either the self-generated or preconstructed prediction treatment with equal numbers of subjects assigned to treatments at each of three reading ability levels.

Procedures were the same for all subjects. Each subject was given the test story to read silently, stopping at four places to generate a prediction about the upcoming story event (self-generated treatment) or to select a prediction from a multiple choice format (preconstructed treatment). Following the last part of the story an intervening computational task was employed followed by a retelling task.

The resulting data was subjected to a 2 x 3 ANOVA to test for significant differences in amount of information recalled and prediction accuracy. Within the limitations of the study it was concluded that: (1) Self-generated treatment subjects recalled significantly more information than preconstructed subjects. Results were significant at the .01 level of confidence. (2) Mean accuracy of prediction was approximately the same for both treatment groups. (3) Prediction accuracy tended to increase as additional information became available. (4) Higher reading ability produced more information recalled as well as greater prediction accuracy.

The implications of the present study add to the theoretic notions of Frank Smith (1978) and others who view prediction as necessary for reading comprehension while raising some interesting questions about prediction accuracy.

Implications for practice include the suggestion that readers be provided with numerous opportunities to generate their own predictions while reading and that the emphasis be on the actual generation of predictions rather than on the accuracy of those predictions.

Research implications include replications with different age groups using different types of stories. The development of a more refined instrument for measuring prediction accuracy appears to be the next logical step in order to ascertain whether a relationship does indeed exist between prediction accuracy and recall of information.

THE EFFECTIVENESS OF THREE LANGUAGE-ARTS CURRICULUM MODELS IN DESCRIBING WRITTEN COMPOSITION CURRICULA

Order No. DA8218540

PEZESHKPOUR, PARVNAZ, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 112pp.

Social and scientific changes have brought about educational problems an example of which can be found in inability of most of the students to write clearly even after they graduate from high school. Since the problem is an international phenomenon, a comparative examination of various official curricula in written composition might reveal the similarities and differences that need to be taken into account in examining students' achievement.

The data for study was gathered through a questionnaire that deals in some detail with types of written works, rhetorical modes, instructional goals, class materials and evaluation methods. The questionnaire was submitted to the national curriculum agencies or to selection of regional supervisors who are assumed to be experts in curriculum development depending on centralized or decentralized nature of system of education.

Building on the data, the study presents an examination of various curricula and (1) shows the central tendency of composition curricula as described by a central agency or an expert; (2) compares and contrasts the reported tendencies across respondents with respect to particular variables; (3) ascertains the rationale behind the similarities and differences of various curricula and relates them to one or more of the three models of Heritage, Competency, and Growth; (4) determines that the three models have sufficient power to be used for a longer cross-national analysis of the intended curriculum, and (5) determines that the three models do not necessarily call for different sorts of evaluation in any cross-model testing.

Given these findings, the study then proposes that regardless of different teaching and evaluation methods of writing in use in various countries, there is a basis for assessing the performance of students in different countries and comparing the results, and unless a thorough research in a large number of countries be undertaken, one cannot establish and apply the exact advantages of one model of writing over the others.

THE COMPOSING/REVISING PROCESSES OF EXPERIENCED ADULT WRITERS AND THE EFFECT OF EDITING INTERVENTION

Order No. DA8227121

PFERRER, SUZANNE SUMSEF, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 169pp. Major Professor: Robert S. Whitman

Purpose. This study investigated composing and revising processes and the effect of editing on revising for seven experienced adult writers. The main objectives were as follows: (1) To gain a clearer understanding of the place of revising in composing; (2) To provide insights into the composing and revising processes of experienced adult writers; (3) To gain insights into external editing and its effect on revising.

Procedures. The writing task reflected a realistic composing situation. The writers composed a journalistic article on a self-chosen topic and submitted a working draft to editors for comments. The writers could use or reject the editing advice. Their final drafts were submitted to the local newspaper and published.

Content analysis of all composing materials established composing and revising sequences for two writers. All revisions from the working and final drafts of these writers and four others were classified according to a modification of Bridwell's (1979) scheme. The editing comments were classified according to a modification of Bridwell's (1979) scheme. The editing comments were classified according to an original scheme. Analysis of retrospective interviews and questionnaires supplied background data. Corroboration for this data was supplied by a revising aloud protocol.

Major Conclusions

Composing and Revising. (1) Revising is a comprehensive part of composing, requiring a sequence of drafts and a generous time allotment. (2) Composing and revising processes are diverse. (3) Writers establish their own sets of composing and revising processes and fall into composing types. (4) Intrinsic factors identified that affect composing and revising were the writers' experience, instruction, level of apprehension, and knowledge of the subject. (5) Situational variables that affect composing and revising processes are format, length, audience, and time.

Editing. (1) Collaborative editing is a natural part of the writing process. Writers rely on formal or informal external editing feedback at some point in the process or throughout. (2) Collaborative editing influences writers and their revising positively; authoritarian editing affects them negatively. (3) Writers' ability to utilize collaborative editing is interrelated to their writing and editing experience. (4) Acceptance and utilization of editing is interrelated to the level of writing apprehension and the writer's self-image evolved from past writing instruction.

The implications of these findings for composition teachers and researchers are discussed and directions for further research suggested.

THE EFFECTS OF THREE LEVELS OF PREWRITING QUESTIONS UPON THE WRITTEN RESPONSES OF COLLEGE FRESHMEN TO SHORT STORIES

Order No. DA8218542

QUIRK, DONALD LAWRENCE, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 150pp.

The purpose of this study was to determine the effects of three levels of specificity of prewriting questions and the effects of story selection upon the written responses of college freshmen to short stories. Subjects read one of two short stories, one best described as unconventional in terms of its theme and technique and the other more conventional in theme and style. Next, subjects responded to a questionnaire requesting that they rate questions that might be asked about a work of literature according to their appropriateness to the story read. One questionnaire provided sixteen relatively specific questions; a second, four general questions; a third, no questions at all but which simply requested that they propose three questions of their own. Finally, subjects were given thirty minutes to write an essay about the story read.

Raters analyzed each essay by dividing it into statements, classifying the content of each statement and the content of the essay as a whole, judging the quality of each essay, and estimating the quantity of response by tallying the total number of statements in each essay.

A multivariate analysis of variance and a chi-square analysis revealed significant differences in the content of response, both on the statement and essay levels, attributable to story. An univariate analysis of variance revealed a significant difference in the quality of response attributable to story, and a second univariate analysis found no significant differences in the quantity of response. Small differences in content and quality of response attributable to questionnaire, although suggestive, were not significant.

The researcher concluded that (1) the dominant response mode is interpretation, (2) curtailed prewriting time lessens the quality of the essays, (3) students lack expertise in discussing unconventional stories, and (4) students react to unconventional stories with different response strategies from those used with more familiar texts.

A STUDY OF SEVENTH GRADE WRITERS WHO ARE INTRODUCED TO INVENTION/REVISION STRATEGIES AS PART OF THEIR COMPOSING PROCESS

Order No. DA8213636

RAWE, FREDERICK WILLIAM, II, D.A. *State University of New York at Albany*, 1982. 300pp.

This study of 7th grade writing attempts to explore the generative powers of revision, that stage in the composing process where the writer may develop and refine discovered meaning so as to communicate it to a reader. The modes of discovery investigated are intellectual strategies derived from Pike's Tagmemic Theory. These strategies (focus, physical context, causal/temporal sequence, change, contrast, classification) constitute a heuristic procedure developed by Lee Odell. This study of 17 students' writing investigates the usefulness of that procedure during revision by attempting to answer the following questions: (1) Will instruction in the heuristic procedure improve the overall quality of the students' revised drafts?; (2) Will the students, without prompting by the teachers, increase their use of the heuristic procedure in revising their drafts?; (3) What difficulties will the 8 case-study students have as they attempt to use the heuristic procedure in the revision stage?

To assess the overall quality of the revisions, judges were trained to make a holistic judgment about the quality of the revised form of all students' pre-, mid-, and post-test essays. To determine the increased use of strategies without teacher-prompting, judges were trained to identify and count intellectual strategies in the draft and revision of all pre-, mid-, and post-test essays. To identify difficulties with strategies, transcripts of the interview-tapes were read, and difficulties the students had with the heuristic procedure and revision were noted.

An analysis of the data revealed the following results: (1) the students' writing did improve during the 26 weeks of instruction; all 17 students' mid-test, and post-test ratings were higher than their pre-test ratings; (2) there was an overall increase in the number and variety of intellectual strategy cues used from draft to revision of the mid-test and post-test essays; (3) the students were not free from difficulties in learning to use the heuristic procedure. Moreover, the analysis of the interviews revealed difficulties with revision beyond those directly related to the intellectual strategies. However, the interviews also revealed several positive features in the students' revision writing.

THE EFFECTS OF TIMED WRITING EXPERIENCES ON THE IMPROVEMENT OF PRIMARY TRAITS IN STUDENTS' WRITING

Order No. DA8214402

RINIS, MICHAEL JAY, ED.D. *University of Maryland*, 1981. 147pp. Supervisor: Richard Jantz

Purpose. The purpose of this study was to investigate the effects of timed writing experiences on the improvement of primary traits in students' writing.

Procedures. A sample from six classes, totaling 135 eighth grade students, was divided into four treatment groups based upon the crossed factors of teacher-made ability grouping, and time of writing (ten minutes, thirty minutes). Four weeks prior to the treatment, and four weeks following it, all of the students wrote personal narratives within a thirty minute time limit. During the treatment period, all of the students wrote nine additional narratives within their specified time limits. The treatment was part of an on-going literature unit, but emphasized the five primary traits: Setting, Chronological Order, Characters, Conclusion, Role of the Writer.

All of the narratives were randomly assigned to two previously trained raters, who, after a high level of agreement was found using the weighted kappa statistic, each rated half of the papers according to an investigator defined and scaled primary trait system.

To examine evidence for any learning effect over the treatment period, the pre-test/post-test gain scores were subjected to a 2-Way Analysis of Variance (with ability grouping and time as the factors.) Within-ability group t-tests were performed to test for significant differences between time groups.

Findings. Analyses of Variance indicated that there were no significant differences in the mean gain scores at the .05 level for students in either of the time groups. In addition, no significant differences in mean gain scores were evident at the .05 level with regard to ability grouping. However, the absence of significant pre-test/post-test gain scores indicated that none of the treatment groups exhibited statistically significant improvement between the pre-test and the post-test in the attainment of primary traits.

A total of 1101 compositions were examined to determine what the students wrote about. For the girls, the initial examination yielded 121 individual topics; for the boys, 103 individual topics. These topics were combined into sixteen clusters: Animals/Pets, Drugs/Violence/Crime, Family/Neighbors, Fiction, Hobbies/Sports, Holidays/Travel, Media, Music, Natural Phenomena, Peers, Personal Occurrences, School, Science/Supernatural, Social Activities, and Time. Relative proportions for each cluster by sex were determined and these results were presented both in chart and graph forms. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

VOICE AND VOICELESSNESS IN FRESHMAN WRITING

Order No. DA8217682

SMITH, JANE BOWMAN, PH.D. *Case Western Reserve University*, 1982. 297pp.

In spite of all the interest in the quality of student writing, little has been done to determine why some student texts have voice and some are voiceless. I have studied the subject of voice in student writing from several angles.

In Chapter 1, I defined voice in student writing as "the sense the reader receives in reading the text of an individual mind expressing its thought in an individual way through such characteristics as diction or details of subject matter, although shaped by the necessary adaptations to the role required by the rhetorical situation. The student role is something 'inherited' through the outside influence of schooling, but the voice is individual, something each student writer creates within the role."

In Chapter 2, I analyzed the characteristics of voice and voicelessness in forty-two texts. The writers of texts with voice demonstrated a better vocabulary and avoided the broad generalizations of voiceless writing in favor of individual perceptions. Further, they approached the assignment in more varied ways and were more aware of their readers' "needs."

In Chapter 3, I surveyed 129 students about writing and determined their attitudes were not conducive to expressing their voices. Their answers revealed misinformation about writing and limited writing practice; they viewed writing as a test, concentrated on rules, and wanted the teacher to view them as learners doing their job.

In Chapter 4, I analyzed three students' composing processes and their effect on the expression of voice. Joe's writing throughout was voiceless, probably because he stressed organization and correctness. Michael's prewriting had a voice, but he was unable to maintain it. Renee, fascinated by the "sound" of language, expressed a voice in her prewriting and developed it effectively in her final paper.

In Chapter 5, I presented pedagogical implications for using voice. Emphasizing the composing process, daily writing, peer-reading, group work and conferences urges students to forego the passivity of the student role. Less emphasis on grading encourages students to write more freely and to experiment in ways that can lead to voice.

THE COMBINED EFFECT OF CREATIVE THINKING AND SENTENCE-COMBINING ACTIVITIES ON THE WRITING ABILITY OF ABOVE AVERAGE ABILITY FIFTH AND SIXTH GRADE STUDENTS

Order No. DA8213235

STODDARD, ELIZABETH PELTON, PH.D. *The University of Connecticut*, 1982. 135pp.

The purpose of this study was to investigate the combined effect of creativity and sentence-combining activities on the quality of writing exhibited by above average fifth and sixth grade students. Pre and post writing samples were collected from 180 above average fifth and sixth grade students repesenting four Connecticut school districts. Two school districts provided services "within" the regular classroom, a third utilized a "pull-out" model, and the fourth served as the Comparison Group.

Students within each of the three treatment districts were further divided into Group A (sentence-combining and creativity) and Group B (sentence-combining only). These groups each met for two forty minute sessions weekly for the six week period.

The 360 pre and post writing samples each received one holistic rating, four creativity subscores, and four syntactic maturity counts. One ANCOVA and two separate MANCOVA's were then performed followed by Univariate and Tukey (HSD) procedures as necessary.

The results indicated students in Groups A (sentence-combining and creativity) and B (sentence-combining only) scored significantly higher in overall quality than did the Comparison Group. The analyses further showed Group A scored significantly higher in the creativity ratings than either Group B or the Comparison Group. Finally, the data revealed Groups A and B scored significantly higher in syntactic maturity than the Comparison Group. With the exception of overall quality of writing, the location of treatment ("within" versus "pull-out") did not make a significant difference. Only one of nine possible interactions was found to be significant, and even this interaction was later determined to be of minor import.

In summary, this study has shown those above average fifth and sixth grade students who participated in six weeks of sentence-combining and creativity activities scored significantly higher in overall quality, creativity, and syntactic maturity than those who had no such exposure; and that those students exposed only to sentence-combining scored significantly higher in overall quality and sentence-combining than the Comparison Group. In light of the on-going concern over the declining writing quality of seemingly able students, these findings are most significant and uplifting.

A STUDY OF THE RELATION OF SYNTACTIC COMPLEXITY TO MODE OF DISCOURSE IN THE WRITING OF EIGHTH AND TWELFTH GRADERS

Order No. DA8210941

SWIGGETT, BETTY MITCHELL, PH.D. *New York University*, 1981. 231pp.

The purposes of the investigation were (1) to examine the relation of syntactic complexity to mode of discourse in the writing of eighth and twelfth graders, (2) to determine if variations were related to grade, socioeconomic status, and race, and (3) to compare performance on a rewriting task, the Syntactic Maturity Test (SMT), with performance in writing, by mode and across modes.

Study participants were 100 eighth graders and 100 twelfth graders, with an equal number of subjects by sex and with a racial proportion of 60% white and 40% black. Socioeconomic status was based on the occupational ranks of both parents, using the *Minnesota Scale for Paternal Occupations* to form three levels: upper middle class (I-II), lower middle class (III-IV) and lower class (V-VII). Subjects wrote one composition each in the transactional and poetic modes and rewrote the SMT. Average sample lengths for writing in two modes were 495 words on grade 8 and 624 words on grade 12.

Scores were computed for seven measures of syntactic complexity: mean T-unit length, mean clause length, clauses per T-units, noun, adjective, and adverb clauses each per 100 T-units, and participles per 100 T-units. The data were analyzed using a 2 x 2 x 3 x 2 mixed design with repeated measures on the first factor. Independent variables were mode, grade, socioeconomic status, and race. Likewise, scores on dependent measures were secured for the SMT and were analyzed using a 2 x 3 x 2 factorial design. Independent variables were grade, socioeconomic status, and race. Correlation analysis of scores on the SMT and writing was conducted to determine the predictive efficiency of the SMT for writing.

The results showed that transactional writing was more syntactically complex than poetic writing. Higher scores on all indices except the participial ratio occurred with transactional writing. However, increases between grades in the structures most characteristic of older writers--clause length, T-unit length, the adjective clause ratio, and the participial ratio--were better reflected in poetic writing. Clause length and the participial ratio discriminated between socioeconomic status groups in both modal-based writing and on the SMT. Significant differences by socioeconomic status occurred also with T-unit length on the SMT. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

A STUDY OF THE EFFECTIVENESS OF REVISION PRACTICE AND REWRITING ON THE OVERALL WRITING QUALITY OF ELEVENTH-GRADE STUDENTS Order No. DA8220232

WALKUP, TED STEPHEN, PH D. *University of South Carolina*, 1982. 160pp.

The purpose of this study was to determine if revision practice with or without the rewriting of first drafts was effective in improving the overall writing quality of eleventh-grade students on impromptu expository essays. This study also examined the effectiveness of these treatments on high-ability and average ability students.

Twelve classes taught by four teachers in a suburban public high school were divided into two experimental groups and one control group. During the treatment semester, all students wrote four essays after which those in one experimental group participated in revision practice exercises, those in the other experimental group participated in revision practice exercises and rewrote their first drafts, and those in the control group neither participated in revision practice nor rewrote their first drafts. Three graders rated two pre-test and two post-test essays from each of the 167 subjects in the final sample.

Although the correlation coefficients of the graders' ratings were not strong, the computation of the means of sums of absolute deviations among graders revealed an overall mean of 1.498, a value less than the minimal deviation of 2.00. Preliminary analyses of variance showed that differences between students writing term papers during the treatment semester and those studying vocabulary were not significant at pre-test or post-test. Moreover, no significant differences were found between those students writing make-up essays at pre- and post-test and those writing the original pre- and post-test essays.

A planned contrasts analysis of variance revealed no significant differences in overall writing quality between the two experimental groups and the control group or between the two experimental groups. Although the 70 high-ability students scored significantly higher than the 97 average-ability students at post-test, the lack of significance for the interaction of group and ability indicated that this superiority did not result from membership in any of the three groups.

It was recommended that future studies examining revision practice and rewriting last longer than one semester, specify more treatments, and employ random distribution of subjects. A priority in these studies should be the adoption of efficient and reliable rating scales or the use of other means for evaluating writing.

COMPOSING PROCESSES OF SELECTED NINTH GRADE STUDENTS Order No. DA8214763

WELLER, K. ELIZABETH, PH D. *The University of Wisconsin - Madison*, 1982. 361pp. Supervisor: Professor John Kean

This study examined the composing processes of selected ninth grade students as they occurred in an educational setting. Students were observed daily for a period of one semester. Data were obtained from the collection of primary source materials, daily observation of student behaviors and recording of the composing processes, interviews with case study participants, administration of an informal questionnaire, collection and analysis of all final drafts of case study participants, and informal discussions with teachers. The researcher assumed the role of a participant observer for the duration of the study.

Based upon the findings of this study, the following questions seem appropriate: (1) What is the meaning of composing in the school environment? (2) How can composing be made a more meaningful, "real world" experience for students? (3) To what extent would an awareness of the various functions and modes of composing affect the nature of the composing processes and the products which resulted? (4) To what extent would an awareness of audience, voice, and other rhetorical concerns foster changes in student composing processes and attitudes? (5) To what extent do teachers engage in composing for their own personal satisfaction and how might they use their own composing practices as models for encouraging student composing? (6) How much time is actually devoted to the various aspects of the composing processes and how much time do students spend on the writing task within the classroom? (7) Upon what theoretical framework(s) might a sequence of composing strategies and practices be based?

This study makes several suggestions for the improvement of composition instruction. It identifies the need to extend the audience beyond the teacher, to focus upon aspects of writing beyond the word level, and to emphasize prewriting and postwriting activities including revision, proofreading, and rewriting.

Further investigation of composing practices through the use of case studies, particularly longitudinal studies, is suggested. Investigations of the influence of environmental and social factors upon the composing of students of various developmental levels and the influence of various factors such as writing stimuli, mode, function, and audience upon student writing performance are also recommended.

THE EFFECTS OF PARENT MODELING ON STUDENT WRITING COMPETENCIES Order No. DA8220974

WHITE, MARY ALICE, ED D. *Boston University School of Education*, 1982. 163pp. Major Professor: Donald Maietta

Considering the continuing decline in student writing competencies in the United States, this study attempts to look beyond the public schools and to describe the influences of parent attitudes and practices on student writing abilities.

The results are presented in three main sections. First, the descriptive analysis of the data, i.e., counts and percentages of actual responses, is presented. Second, it includes the p-values, or the apparent observed importance of each variable weighted against the other variables in each of the three main groups of variables. Thirdly, it includes the regression analysis, or the comparison between the three main groups.

The writing abilities of fifty-five students were tested and the attitudes and practices of their parents were surveyed by written questionnaire. A comparison of the test scores of the students and the written responses of the parents indicate that parental reading and instructional practices in the home have some influence on student writing abilities. Parental attitudes on the measures surveyed appear to have minimal influence on student writing abilities unless they are incorporated into behaviors or practices.

The results of this study generally demonstrate that the better student writers come from homes where parents who enjoy writing, frequently read all types of reading material in the presence of their child. These parents believe writing is productive and is important in their lives and believe that their children have adequate writing experiences in school.

Parents of good student writers read to their children when they were growing up, took them to the library, and listened to them read when they were learning. Parents of good writers also check their children's written work for errors. Generally, they read their child's written work and practiced writing with them as they were learning. Of the 55 parents surveyed, the majority spent less than fifteen minutes correcting their children's written work. Mothers consistently were the most involved in their children's learning. As all student subjects grow older, their fathers tend to become increasingly involved in their children's written work.

Income, occupation and educational levels of the parents appear to have a meaningful influence on student writing abilities.

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